**IMPLEMENTATION OF DIFFERENTIATED LEARNING
FOR SPEAKING SKILL:
EFL TEACHER AND STUDENTS' VIEW**

THESIS

BY

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ABSTRACT

Nisa, Ihda Khairun. 2023. *Implementation of Differentiated Learning for Speaking Skill: EFL Teacher and Students' View*. Thesis, English Language Education Study Program, Postgraduate Program, University of Islam Malang. Advisors: (I) Prof. Drs. H. Junaidi Mistar, M.Pd., Ph.D., (II) Dr. Dwi Fita Heriyawati, S.Pd., M.Pd.

Keywords: Differentiated Learning, Speaking Skill, EFL Teacher and Students' View

The independent curriculum was developed to be more flexible and focused on essential material and the development of the character and competence of students. One of the characteristics used in this curriculum is the flexibility of teachers to carry out differentiated learning according to students' learning needs. Although differentiated learning initiated by the Ministry of Education and Culture has been going on for a long time, many teachers still do not understand and practice what and how differentiated learning is. Research that focuses on differentiated learning is also not much.

Therefore, the researcher is interested in knowing 1) the implementation process-differentiated learning for speaking skill in one of "Sekolah Penggerak" in Batu City, 2) the obstacles faced by the teacher and the students in the learning process, and 3) the efforts to overcome the challenges.

The researcher conducted a single-site case study in this research to collect the data and obtain precise information about the phenomenon based on a real-world setting. The research participants were an English teacher and six SMP Negeri 3 Batu students. The researcher used non-participant observation, open-ended interviews, and documentation to collect the data.

The teacher's obstacles in implementing differentiated learning are managing the time to focus on each student's characteristics, a mismatch between differentiation applied and student wishes, and motivating the students to speak up. Meanwhile, the barriers faced by the students in speaking are psychological factors and technical challenges like they still lack understanding of a new vocabulary, lack pronunciation of English words or sentences, and still feel embarrassed or insecure in speaking English.

At the same time, the efforts taken to overcome these obstacles, the teacher gave the students several questions appropriate to their understanding. He also devised a personal agenda, including things like to-do lists with student work on them and the needs of the students. The teacher must assess and improve by examining each diagnostic test question to ensure accurate profiling. Meanwhile, to overcome the psychological obstacles of students in general in mastering English speaking competence, the teacher could set the class layout before providing teacher material, using ICT to make the learning enjoyable and not monotonous. While those related to the technical aspects of students, the teacher prepares a general vocabulary provision, uses drilling methods to train students'

English pronunciation, and motivates students to want to speak with direct practice without fear of making mistakes.

In conclusion, the researcher hopes EFL teachers are expected to implement suitable teaching strategies for speaking skills by creating a comfortable environment for students' learning needs. It also recommended that other researchers examine other differentiated learning focuses, such as content, product, and process differentiated learning with different topics, and its assessment to produce comprehensive research and a complete picture of the three differentiated learning types.

ABSTRAK

Nisa, Ihda Khairun. 2023. Implementasi Pembelajaran Berdiferensiasi untuk Keterampilan Berbicara: Pandangan Guru dan Siswa EFL. Tesis, Program Studi Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Islam Malang. Pembimbing: (I) Prof. Drs. H. Junaidi Mistar, M.Pd., Ph.D., (II) Dr. Dwi Fita Heriyawati, S.Pd., M.Pd.

Kata kunci: Pembelajaran Berdiferensiasi, Keterampilan Berbicara, Pandangan Guru dan Siswa EFL

Kurikulum merdeka dikembangkan agar pembelajaran lebih fleksibel dan fokus pada materi esensial serta pengembangan karakter dan kompetensi peserta didik. Salah satu karakteristik yang digunakan dalam kurikulum ini adalah fleksibilitas guru untuk melaksanakan pembelajaran yang berdiferensiasi sesuai dengan kebutuhan belajar siswa. Meskipun pembelajaran berdiferensiasi yang digagas oleh Kemendikbud telah berlangsung lama, masih banyak guru yang belum memahami dan mempraktikkan apa dan bagaimana pembelajaran berdiferensiasi itu. Penelitian yang berfokus pada pembelajaran berdiferensiasi juga tidak banyak.

Oleh karena itu, peneliti tertarik untuk mengetahui 1) implementasi pembelajaran berdiferensiasi proses untuk keterampilan berbicara di salah satu "Sekolah Penggerak" di Kota Batu, 2) kendala yang dihadapi guru dan siswa dalam proses pembelajaran, dan 3) upaya untuk mengatasi tantangan.

Peneliti melakukan studi kasus satu situs dalam penelitian ini untuk mengumpulkan data dan mendapatkan informasi yang tepat tentang fenomena berdasarkan kenyataan di lapangan. Peserta penelitian adalah seorang guru bahasa Inggris dan enam siswa SMP Negeri 3 Batu. Peneliti menggunakan observasi non-partisipan, wawancara terbuka, dan dokumentasi untuk mengumpulkan data.

Kendala guru dalam menerapkan pembelajaran berdiferensiasi adalah mengatur waktu untuk fokus pada karakteristik masing-masing siswa, ketidaksesuaian antara diferensiasi yang diterapkan dengan keinginan siswa, dan memotivasi siswa untuk berbicara Bahasa Inggris. Sementara itu, hambatan yang dihadapi siswa dalam berbicara adalah faktor psikologis dan tantangan teknis seperti mereka masih kurang memahami kosakata baru, kurangnya pengucapan kata atau kalimat bahasa Inggris, dan masih merasa malu atau tidak percaya diri dalam berbicara bahasa Inggris.

Dalam hal ini, upaya yang dilakukan untuk mengatasi hambatan tersebut adalah guru memberi siswa beberapa pertanyaan yang sesuai dengan pemahaman mereka. Guru juga menyusun agenda pribadi, termasuk hal-hal seperti daftar tugas masing-masing siswa sesuai dengan kebutuhan siswa. Guru harus menilai dan meningkatkan keakuratan tes diagnostik dengan memeriksa setiap pertanyaan tes diagnostik untuk memastikan profil siswa menjadi lebih akurat. Sementara itu, untuk mengatasi kendala psikologis siswa secara umum dalam penguasaan kompetensi berbahasa Inggris, guru dapat mengatur tata ruang kelas sebelum memberikan materi guru, menggunakan ICT agar pembelajaran menjadi menyenangkan dan tidak monoton. Sedangkan yang berkaitan dengan aspek teknis siswa, guru menyiapkan bekal kosakata umum, menggunakan metode drilling untuk melatih pelafalan bahasa Inggris siswa, dan memotivasi siswa untuk mau berbicara langsung tanpa takut melakukan kesalahan.

Sebagai kesimpulan, peneliti berharap guru EFL diharapkan dapat menerapkan strategi pengajaran yang sesuai untuk keterampilan berbicara dengan menciptakan lingkungan yang nyaman sesuai kebutuhan belajar siswa. Peneliti juga merekomendasikan agar peneliti lain meneliti pembelajaran berdiferensiasi dengan fokus lainnya, seperti pembelajaran berdiferensiasi konten, produk, dan proses dengan topik yang berbeda, dan penilaiannya untuk menghasilkan penelitian yang komprehensif dan gambaran lengkap dari tiga jenis pembelajaran berdiferensiasi.
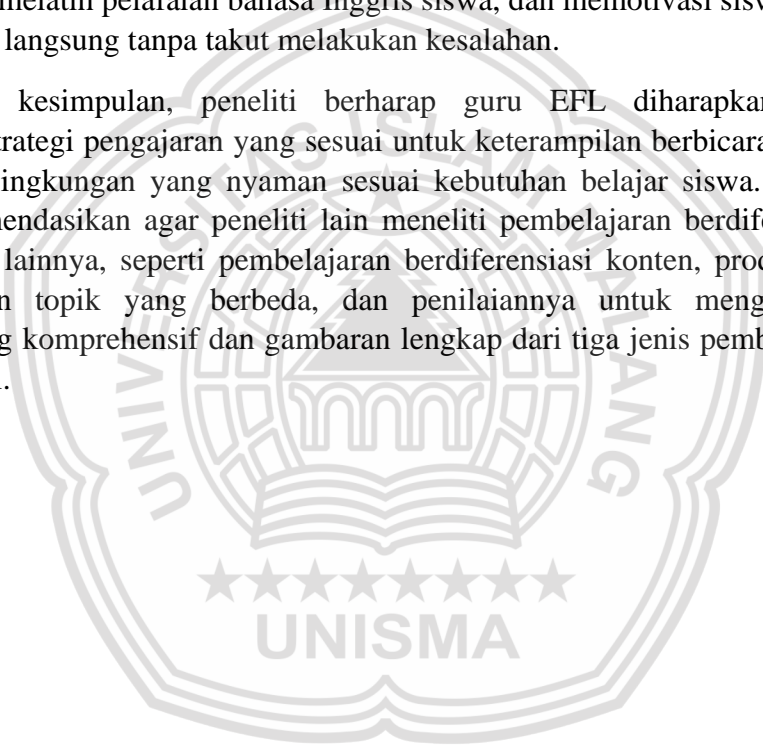
CHAPTER I

INTRODUCTION

This introductory chapter presents the background of the study, research problems, research objectives, scope and limitation of the research, significance of the study, and definition of the key terms.

1.1. Background of the Study

The independent learning policy introduced by the Ministry of Education and Culture aims to provide well-being for students (Hariyati et al., 2022). This independent learning program refers to the philosophy of Ki Hajar Dewantara, which guides the growth and development of students according to the nature and nature of the era. By nature, a teacher can facilitate students in learning related to learning needs. In contrast, according to the nature of the era, a teacher can explore students' potential under the rapid development of the times (Kemdikbudristek, 2023)

The independent learning that liberates is essentially student-centered learning developed by Ki Hadjar Dewantara (KHD) in 1922 at the Taman Siswa College (Nurahman, 2022).

The independent curriculum was developed to be more flexible and focused on essential material and the development of the character and competence of students. The following are some of the characteristics used in this curriculum:

- Project-based learning to develop soft skills and character according to the Pancasila student profile.

- Focus on essential material so there is time for in-depth learning of essential competencies, including literacy and numeracy.

- The flexibility of teachers to carry out differentiated learning according to students' abilities (Kemdikbudristek, 2023)

One of the independent learning programs is mapping student learning needs in differentiated learning. This mapping of learning needs includes learning readiness, learning styles, and student profiles (Faiz, 2022; Tomlinson, 2014). Differentiation can be implemented in the content, process, and product of learning (Tomlinson, 2014).

Implementing differentiated learning in English requires knowing the student's learning needs. Furthermore, the teacher can determine the learning strategies to achieve the desired learning objectives (Santoso et al., 2022; Suwastini et al., 2021; Tahiri, 2017). Teachers can collaborate with guidance and counseling teachers to map learning needs.

Even though this differentiated learning program has been implemented for a long time, many teachers are still unfamiliar with it and have not even practiced it (Hockett, 2018; Marlina et al., 2019; Mulyawati, 2022). Research on implementing differentiated learning, especially for speaking English, is also rare.

Therefore, the researcher is interested in teacher's implementing differentiated learning in teaching English-speaking skill in SMP Negeri 3 Batu. The choice of the school is that it has implemented differentiated learning for two

years. The school is the first batch of "Sekolah Penggerak" and is used as a pilot for other schools that has implemented the independent curriculum for two years, and no researchers have researched differentiated learning in the school.

1.2. Research Problems

Based on the background of the study, the researcher states the questions, that is:

1. How did the teacher implement process-differentiated learning in speaking class in SMP Negeri 3 Batu?

2. What obstacles did the teacher face in implementing process-differentiated learning for speaking class in SMP Negeri 3 Batu?

3. How did the teacher overcome the obstacles in implementing process-differentiated learning in speaking class in SMP Negeri 3 Batu?

1.3. Research Objectives

Having known the research question, the researcher can determine the research objective, that is:

1. To describe the teacher's implementation process-differentiated learning for speaking class in SMP Negeri 3 Batu.

2. To illustrate the teacher's obstacles in implementing process-differentiated learning for speaking class in SMP Negeri 3 Batu.

3. To describe how the teacher overcame the obstacles in implementing process-differentiated learning for speaking class in SMP Negeri 3 Batu.

1.4. Scope and Limitation of the Research

In this research, the researcher focused on the teacher's implementation of process-differentiated learning for speaking skill. The study was conducted for the seventh grade (VII B) at SMP Negeri 3 Batu.

1.5. Significances of the Study

The research significance of this research is theoretical and practical. Theoretically, this research aims to know the teachers' implementation and the obstacles the teacher face in implementing process-differentiated learning for speaking skill in SMP Negeri 3 Batu.

Practically, the researcher hopes that the findings or the results of this research will be helpful for the researcher, the English teachers, and the school principals.

For English teachers, the results of this study can be used as a reference for implementing differentiated learning in other schools by adjusting to school conditions and students' character. For the school principals, this research is expected to contribute beneficial information for increasing teachers' motivation to implement differentiated learning in their schools. For future researchers, this thesis is recommended as a reference for conducting process-differentiated learning for speaking skills. They can examine other differentiated learning focuses, such as content, product, or process differentiated learning with different topics, and its assessment to produce comprehensive research and a complete picture of the three differentiated learning types.

1.6. Definition of Key Terms

The definitions are intended to avoid ambiguity in understanding or perception of some terms only used operationally in this research. The definitions are as follows:

Differentiated learning is pro-student learning and accommodates student needs, namely student learning styles, students' knowledge abilities, and student environment. The goal is to provide a sense of comfort to students in following lessons. Therefore, before learning is carried out, it is necessary to have a diagnostic assessment to determine the needs of students.

Speaking skill is the skill that allows the students to communicate effectively, share their ideas in everyday conversation, and adapt to each student's level of knowledge.

Sekolah Penggerak is a school that holistically develops student learning outcomes by realizing the Pancasila Student Profile, which includes cognitive (literacy and numeracy) and noncognitive (character) competencies. The principals and teachers from Sekolah Penggerak must socialize the school program with other schools.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter has two sections: conclusion and suggestion. The research findings and the chapter's discussion are in the conclusion. The recommendations, on the other hand, focus on what the researcher suggests doing.

6.1. Conclusion

Based on the researcher's results and the discussion in the preceding chapter, as well as the research results, the researcher concluded that the teacher conducted diagnostic tests, both cognitive and noncognitive tests. However, in practice, cognitive diagnostic tests are less relevant to the skills taught, namely, asking and giving directions. The teacher is expected to be able to adapt the diagnostic tests of knowledge used to the learning objectives to be achieved. The teacher, in practice, is still not optimal in grouping students according to their learning styles and level of knowledge. So, it is recommended that the teacher plan learning with media and learning methods according to students' learning styles and level of knowledge.

The teacher's obstacles in implementing differentiated learning are managing the time to focus on each student's characteristics, a mismatch between differentiation applied and student wishes, and motivating the students to speak up. Meanwhile, the barriers faced by the students in speaking are psychological factors and technical challenges like they still lack understanding of a new

vocabulary, lack pronunciation of English words or sentences, and still feel embarrassed or insecure in speaking English.

To overcome these obstacles, the teacher gave the students several questions appropriate to their level of understanding. He also devised a personal agenda, including things like to-do lists with student work on them and the needs of the students. The teacher must assess and improve by examining each diagnostic test question to ensure accurate profiling. Meanwhile, to overcome the psychological obstacles of students in general in mastering English speaking competence, teachers could set the class layout before providing teacher material, using ICT to make the learning enjoyable and not monotonous. While those related to the technical aspects of students, the teacher prepares a general vocabulary provision, uses drilling methods to train students' English pronunciation, and motivates students to want to speak with direct practice without fear of making mistakes.

1.2 Suggestion

After summarizing all the discussions, this researcher can give suggestions theoretically and practically. Theoretically, the researcher can contribute to conducting process-differentiated learning related to speaking skill.

Practically, the researcher recommends that this research will be helpful for English teachers and future researchers. The researcher suggests that English teachers can use more varied learning media according to students' needs. To overcome psychological factors that the students experience, the teachers must ask them to learn outside the classroom more frequently. There also should be a game, singing, or outdoor learning interludes to make learning even more

comfortable. For future researchers, this thesis is recommended as a reference for conducting process-differentiated learning for speaking skills. They can examine other differentiated learning focuses, such as content, product, or process differentiated learning with different topics, and its assessment to produce comprehensive research and get a complete picture of the three differentiated learning types.

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